



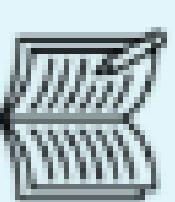
KNOWLEDGE ORGANISERS YEAR 5

Badgers - Spring 2 - Curriculum Plan

English

In English, we will be studying the Lizzie and Belle Mysteries where we will be writing a **Biography of Ignatius Sanchez**.

We will also be studying Rumaysa (a fairytale) and will be writing their own prequel.



RE

Our RE Topic is titled "What does it mean to be a Muslim in Britain today?" and we will be diving deeper into the religion, thinking about celebrations and places of worship.

Science

We are focusing on Evolution and Inheritance. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin.



Artists

As artists we will become photographers and develop their photography skills to create different outcomes.



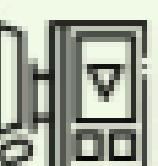
Maths

In Badgers, we will be focusing on fractions, decimals and percentages. Then moving on to use these in different contexts, such as area and perimeter.

We will continue to practice our arithmetic through morning

Computing

We will be focusing on Bletchley Park and the birth of modern computers. They will be designing a computer of the future.



History

In History they will be studying about 'What life was like in Tudor England?' We will be exploring the Tudor dynasty from the Battle of Bosworth to Elizabeth I.



PSHE

We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.



French

The Badgers will be learning about clothes. They will be using previous learning on colours to develop into simple conversations.



English



Year 5 Biography



What should I already know?	Diagrams/WAGOLL	Vocabulary
<p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> Use an introduction that summarises the main events of the person's life Information about the key events in the person's life in chronological paragraphs To in about achievements, influences etc Know that biographies are past tense That biographies are written in third person A conclusion about how they are/will be remembered To be able to include all appropriate requirements from the year 5 banding sheet for writing 	<p>Who Was Mary Seacole?</p> <p>Mary Seacole (born Mary Grant) was a British-Jamaican woman who became famous in the 19th century as 'Mother Seacole' due to her work caring for injured soldiers in the Crimean War.</p> <p>Mary's Early Life</p> <p>Mary Anne Grant was born in 1805 in Kingston, Jamaica. Her father was a Scottish soldier and her mother was a well-known Jamaican 'doctress', who treated people using herbal remedies (such as aloe vera and ginger). Mary also had two siblings, Edward and Louisa.</p> <p>As a child, Mary was fascinated by her mother's work and practised the skills she learned using dolls and pets as patients. By the age of 12, she was helping her mother as a nurse. Because of her father's connections, she was also able to travel twice to visit England in her teens and this made her quite unusual for a black person at that time.</p> <p>When she was 31, Mary married a naval officer called Edwin Horatio Seacole. She was a good businesswoman and together they ran a successful store. Unfortunately, her husband died only eight years later. In 1853, she went to Panama, where her brother lived, and opened a hotel for the gold miners there. She continued to look after ill people and even risked her own life to care for the victims of an illness called cholera.</p>  <p>The Crimean War</p> <p>The Crimean War began in 1854. Mary was determined to help the soldiers so she travelled to London and offered to go with Florence Nightingale's nurses. However, this was a time of racial prejudice, which meant that black people were not allowed to do certain things. The government refused to co-operate with her, probably because of racial narrow-mindedness.</p> <p>Instead, Mary and Thomas Day (a family friend) went to Crimea together taking medicines and stores. There they set up the 'British Hotel', which was a simple building that provided medicine and hot food to fortify the soldiers. Additionally, she sold clothing and blankets to make them comfortable. Unlike Florence Nightingale, Mary Seacole treated the soldiers' injuries even in the thick of the fighting. They called her 'Mother Seacole' because she was so kind. She said in her autobiography, "It was the grateful words and smiles which rewarded me."</p> <p>Mary's Old Age</p> <p>At the end of the war in 1856, Mary returned to England with very little money. However, veteran soldiers started a campaign to help her and she was therefore able to live comfortably until her death on 14th May, 1881. Some people have criticised her fame because she was not a real nurse like Florence Nightingale but she must be regarded nowadays as an excellent role model for doing good work in difficult and dangerous situations.</p>	<p>Title The name of the piece of work.</p> <p>Heading Another name for title.</p> <p>Sub-heading Smaller titles in the piece of writing which gives the reader information about that piece of text.</p> <p>Introduction Gives the reader a small piece of information about the text.</p> <p>chronological In time order</p> <p>achievements Things that someone has accomplished</p> <p>biography Written account of someone's life</p> <p>summary A brief statement about the main points</p> <p>Paragraph A distinct section of writing, dealing with one theme/subject</p> <p>facts True events</p> <p>Past tense Happened in the past often verbs end in 'ed'</p> <p>Third person He, she, they</p> <p>Conclusion The end of a text</p> <p>Biography writing Skills</p> <ul style="list-style-type: none"> Research/gather facts about the topic Write in full sentences Improve punctuation Produce well written biographies

What should I already know?	Diagrams/WAGOLL	Vocabulary
<p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> Include an interesting Include a beginning which sets the scene and introduces the characters Include a build-up – make tension and suspense Include a dilemma Include a resolution Include an ending Introduce speech between characters Vary length of sentences for effect To be able to include all the appropriate requirements from the year 5 banding sheet 	<p>The Twins' Tunnel Trouble</p> <p>Some twins are the best of friends, whilst others (like Susie and Patrick) were perhaps more like the worst of enemies! Susie was a lively, adventurous girl with a wild imagination, who would always be off outdoors leading adventures and misbehaving. Patrick was the complete opposite and was a quiet, shy boy, who liked to keep his imagination fixed on the books he read and the drawings he created. Often, people were amazed that they were even related! Susie's favourite pastime was to pester, annoy and criticize her brother. She would hunt for spiders to put in Patrick's hair to make him cry, jump out from a hiding place when he was least expecting it and deliberately destroy his favourite books and paintings. When things like this happened, Patrick would scream until he was blue in the face and they would most likely end up in a heap on the floor fighting like cat and dog. Dad was sick of having to disentangle them. Would they ever learn to get along?</p> <p>One morning during the summer holidays, Susie and Patrick were in the middle of a particularly nasty disagreement over which TV channel they wanted to watch. "Stop it at once!" roared Dad. His face was like a raging bull. He breathed heavily as his twins' behaviour would often horrify him. Since they had never seen dad so furious before, the children stood back upright. Dad, who didn't know how much more of this horrendous behaviour he could tolerate, told both of them to go and play outside immediately. "Can't you try to find some common ground where you could at least pretend to get along?" pleaded Dad.</p> <p>Seconds later, Susie headed out of the door like an adventurer off to explore new worlds. She had been pestering to be allowed to go outside all day anyway. "Pigs might fly before we ever like each other," muttered Patrick as he reluctantly picked up his coat and trudged out into the garden.</p> <p>Once outside, Patrick called out to Susie, "Where are you? Are we going to at least try?"</p> <p>"Grrrrrrrrrrr!" roared Susie as she jumped out of him from behind a rubbish bin. After his fright, Patrick stared at her twin sister with intense hatred and he knew instantly there was no point in them trying to make friends and find something in common – like dad had suggested – because they were as different as chalk and cheese! He was so engrossed in his thoughts that he hadn't even noticed Susie run off out of their backyard end, not wanting to be left alone, he knew he better follow her.</p> <p>When he had caught up, he found Susie peering into a dark, brick-red tunnel with no light coming from the other side. "Let's go, scardy cat!" called Susie before he rapidly disappeared into the tunnel. Patrick froze in horror. He wasn't scared but he definitely wasn't going to follow his stupid sister, he told himself. However, it was starting to get dark and Patrick was scared of being left alone. Reluctantly, the young boy entered into the pitch-black passage way. Inside the tunnel, Patrick felt the sides of the cold, damp stone walls to guide his way. Slowly, he led his way towards a small glimmer of light at</p>  <p>the other end. As Patrick's eyes gradually adjusted to the brightness, he could just make out a crystal white sky with towering pine trees overhead. What was this place and how had he got here? He tiptoed into the icy wonderland and felt the crisp, white snow crunch under his feet. His new environment was truly magical but little did Patrick know, it was all about to change.</p> <p>Without warning, the sun disappeared behind a nearby mountain and an icy chill ran down Patrick's spine. Dark shadows appeared to dance in front of his eyes. Suddenly, he felt very alone and desperate. Where was his sister when he needed her? "Ahh-eeeeeeee!"</p> <p>A loud, howling noise filled the bitter air. Instantly, Patrick knew that that wasn't the sound of Susie about to jump out on him, but actually the sound of a hungry wolf about to pounce. Patrick ran for his life. Frantically, he searched to find his twin. Out of the corner of his eye, he spotted a trail of snowy footprints, which led him to a sign that read 'The Arctic Witch's Garden'. Beyond the gate, Patrick saw a mysterious array of eerie ice sculptures. He noticed one particularly familiar-looking statue – it was Susie! What had happened? Would she be frozen like that forever?</p> <p>Instinctively, he ran towards her and flung his arms around her tightly. Although they fought, he loved her really. She was his sister after all! He began to sob uncontrollably at the thought of losing her. With tears rolling down his face, Patrick suddenly began to feel warmer. It was then that he realised that the chunk of ice containing his sister had thawed and there she was in the flesh!</p> <p>"About time bro!" joked Susie. "Now, we must run before that ghastly witch comes back and turns us both into human icicles!"</p> <p>The two children sped from the frosty land as fast as their little legs would carry them with Susie clasping Patrick's hand all the way back through the peculiar tunnel.</p>  <p>As they finally flopped down on the living room sofa, Susie gave Patrick a hug and thanked him for saving her. From that day on, Susie didn't try to scare Patrick anymore and she learned to respect his belongings. As for Patrick, he didn't stop outdoors off the time anymore and he actually enjoyed going on outdoor adventures with his sister. If they stuck together as a team, they knew that they could tackle anything. However, they never made another trip down the tunnel to the icy world of the Arctic Witch.</p>	<p>Title The name of the piece of work.</p> <p>Narrative Story</p> <p>Sub-heading Smaller titles in the piece of writing which gives the reader information about that piece of text.</p> <p>Fiction Not real, imaginary</p> <p>Atmosphere Tone or mood</p> <p>Dilemma Problem</p> <p>Resolution Solving a problem</p> <p>Dialogue Speech using inverted commas</p> <p>Clauses Main clause – makes sense in its own Subordinate clause – doesn't make sense on its own</p> <p>Genre Style or category e.g. Adventure Sci-fi Horror Romance etc.</p> <p>Narrative writing Skills</p> <ul style="list-style-type: none"> Plan well structured stories Write in full sentences Improve punctuation Produce well written stories

Maths

Decimals

Key Vocabulary

tenths

hundredths

decimal tenths

decimal hundredths

decimal equivalents

part-whole model

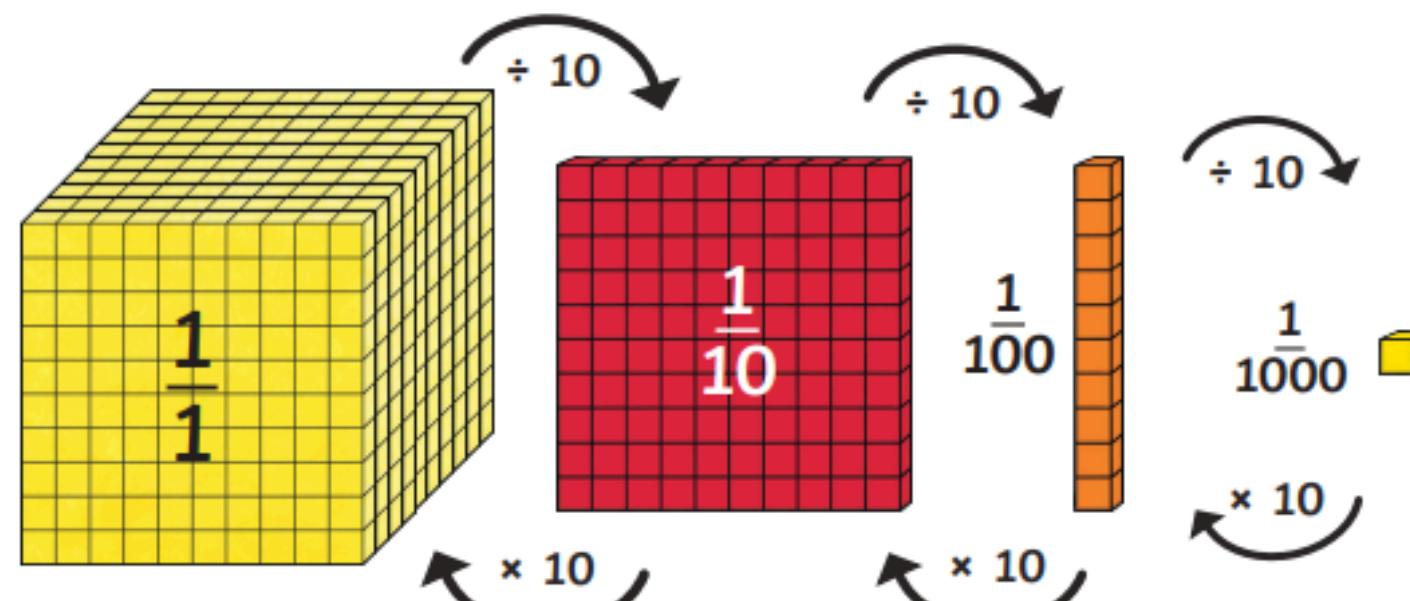
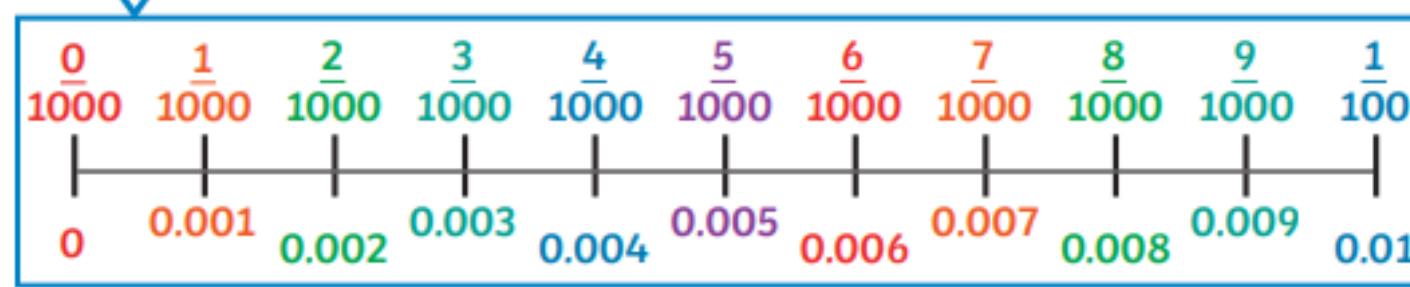
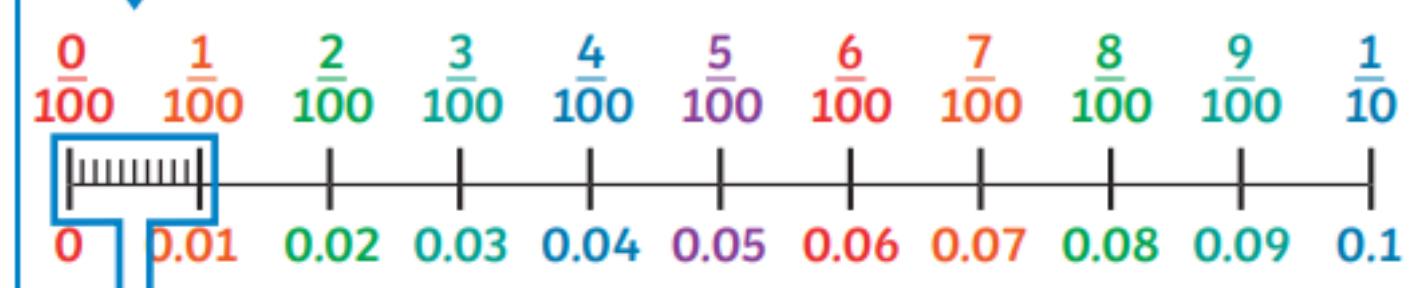
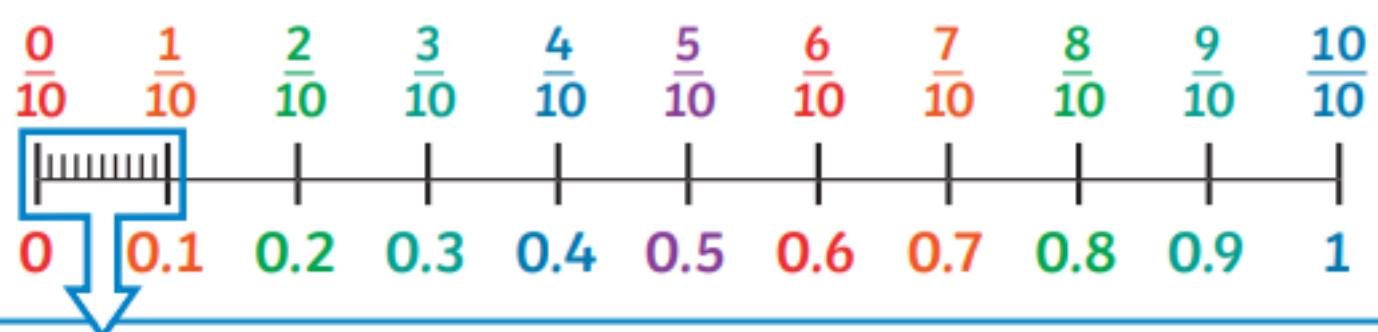
rounding

decimal point

place value

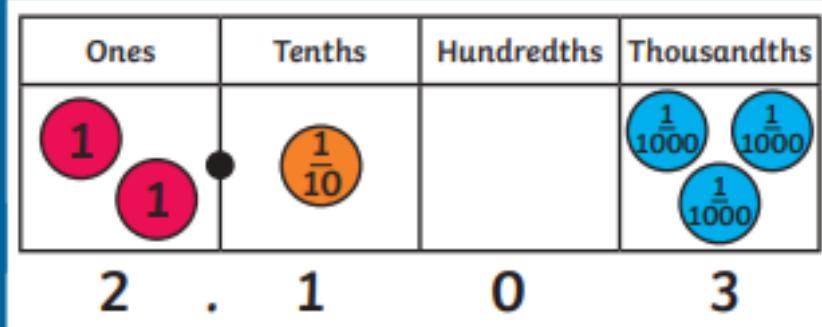
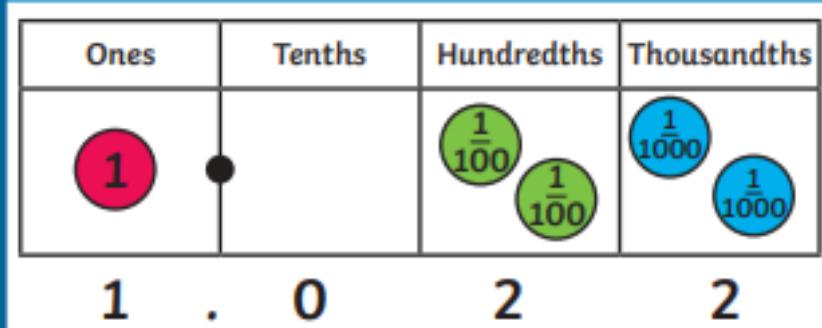
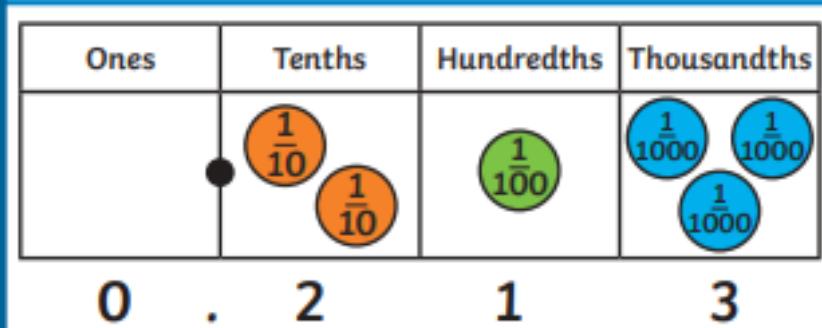
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Tenths, Hundredths and Thousandths



Knowledge Organiser

Order and Compare Numbers with Three Decimal Places



Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

Decimals

Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Tens	Ones	Tenths	Hundredths	Thousands
3	8			
3	8			
3	8			

Tens	Ones	Tenths	Hundredths	Thousands
3	8			
3	8			
3	8			

Tens	Ones	Tenths	Hundredths	Thousands
3	8			
3	8			
3	8			

Adding and Subtracting Decimals

$$0.8 + 0.001 = 0.801$$

$$1.031 - 0.23 = 0.801$$

$$0.4005 + 0.4005 = 0.801$$

Rounding Decimals

1

1.1 1.2 1.3 1.4

1.5 1.6 1.7 1.8 1.9 2

If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.

1.1

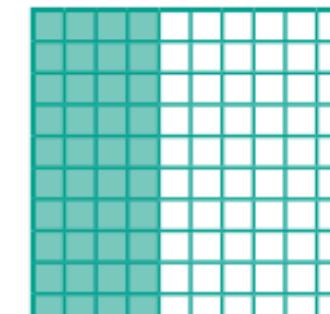
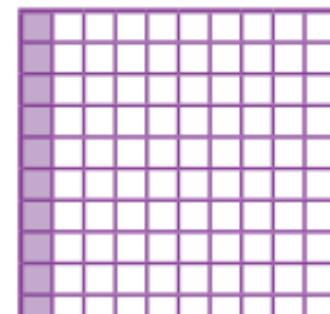
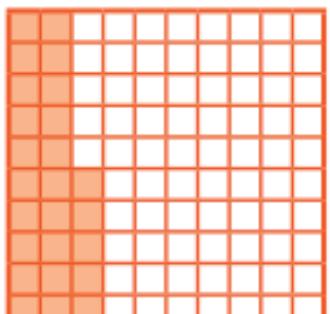
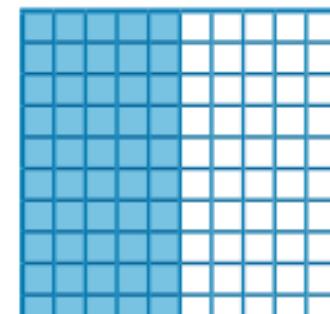
1.11 1.12 1.13 1.14

1.15 1.16 1.17 1.18 1.19 1.2

If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

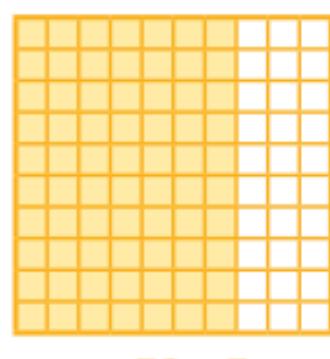
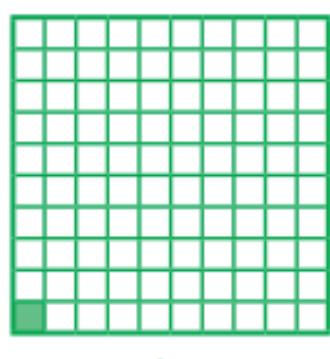
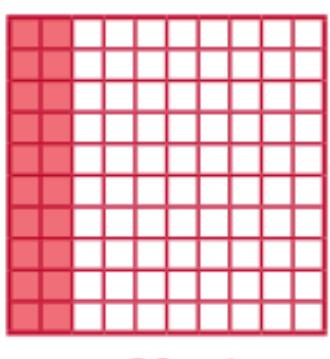
Percentage and Decimal Equivalents



$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5 \quad 25\% = \frac{25}{100} = \frac{1}{4} = 0.25 \quad 10\% = \frac{10}{100} = \frac{1}{10} = 0.1 \quad 40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$

Crossing the Whole

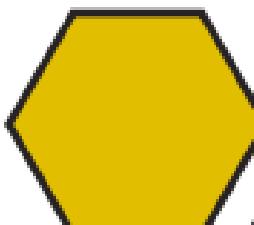
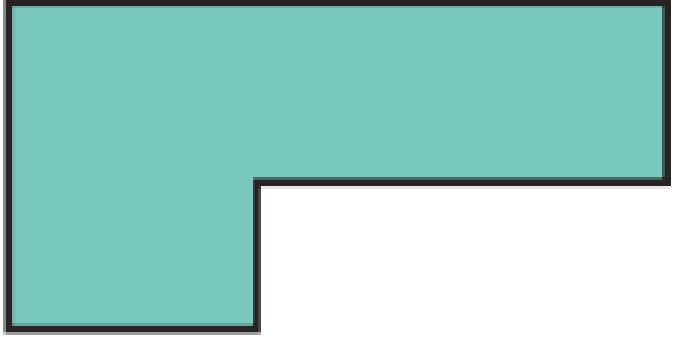
$$0.82 + 0.63 = 1.45$$



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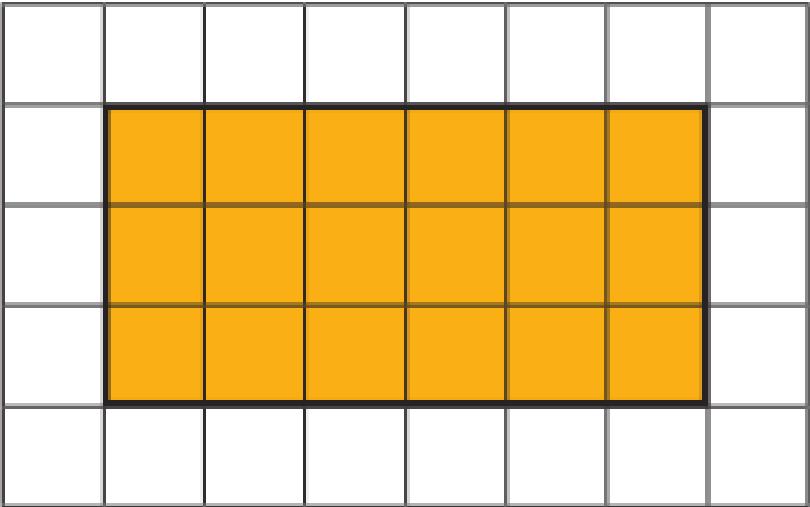
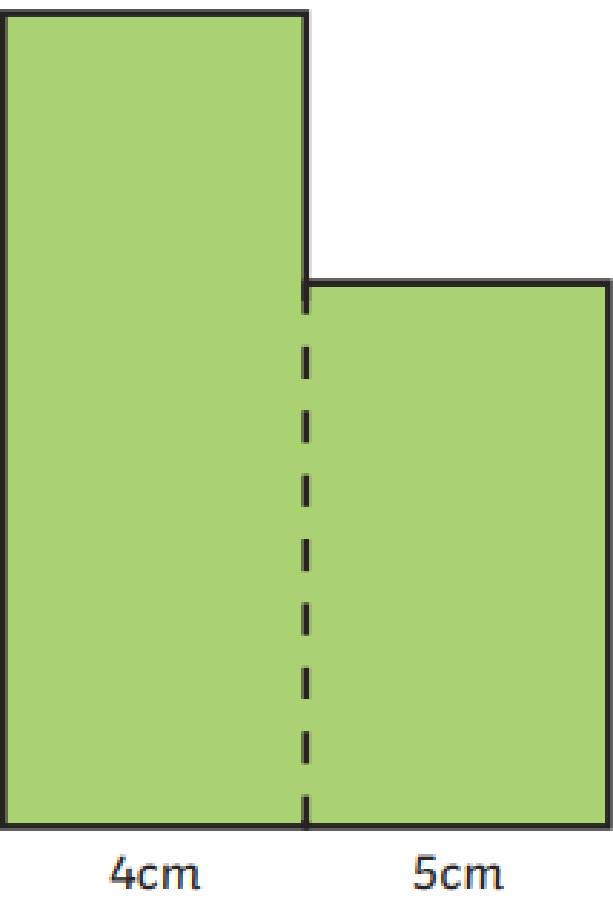
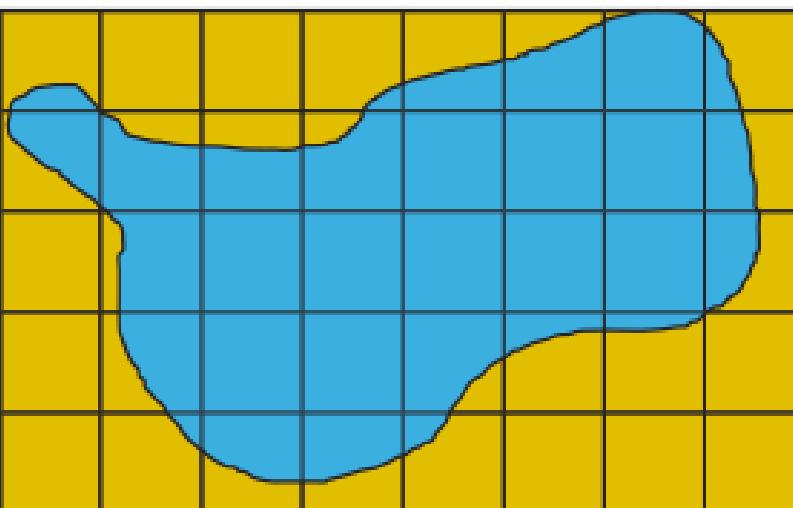
Perimeter and Area

Knowledge Organiser

Key Vocabulary	Measure Perimeter	Calculate Perimeter
metre	Measure the perimeter of a rectangle: 	Calculate the missing sides of this rectilinear shape to find the perimeter:
kilometre		
perimeter	Measure the length (l) and width (w). Perimeter = $l + w + l + w$ or $(l + w) \times 2$	
length	Measure the perimeter of regular shapes: 	Measure the length (l) and count the number of sides (s) on the shape. Perimeter = $l \times s$
width		
rectangle	Measure the perimeter of irregular shapes: 	
rectilinear		
dimensions		Perimeter = sum of all sides = $2\text{cm} + 4\text{cm} + 7\text{cm} + 4\text{cm} + 9\text{cm} + 8\text{cm} = 34\text{cm}$
 visit twinkl.com	Measure the length of each side and add them together.	

Length and Perimeter

Knowledge Organiser

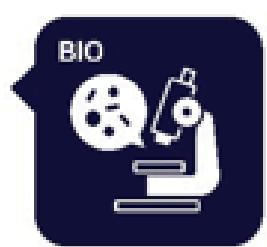
Area of Rectangles	Area of Compound Shapes	Area of Irregular Shapes
<p>The area of a rectangle on a grid:</p>  <p>Multiply the length \times width $= 6 \times 3 = 18$ squares.</p> <p>The area of a rectangle = length (l) \times width (w).</p> 	<p>To find the area of a compound shape, divide the shape into rectangles with known dimensions:</p>  $\text{Area} = 7\text{cm} \times 4\text{cm} + 5\text{cm} \times 5\text{cm}$ $= 28\text{cm}^2 + 25\text{cm}^2$ $= 53\text{cm}^2$	<p>To find the area of an irregular shape, find the number of whole squares and part squares.</p>  <p>Whole squares = 10 Part squares = 22</p> <p>Estimate of area = whole squares + half part squares $= 10\text{cm}^2 + 11\text{cm}^2 = 21\text{cm}^2$</p> <p>*There are other ways to estimate the area of irregular shapes.</p>
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Science



Knowledge Organiser Year 6 – Evolution & Inheritance

Careers connected to Evolution and Inheritance: geneticist, DNA analyst, biological Researcher, conservationist



Lesson Sequence



1. Understand how offspring vary and are not identical to their parents



2. Learn about animal adaptations



3. Learn about plant adaptations



4. Explore what we can learn from fossils



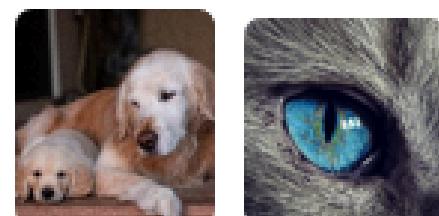
5. Explore the theory of evolution by natural selection



6. Explore human evolution

Characteristics and variation

A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited. They can include hair colour, eye colour and height. Environmental factors can also affect a person's characteristics



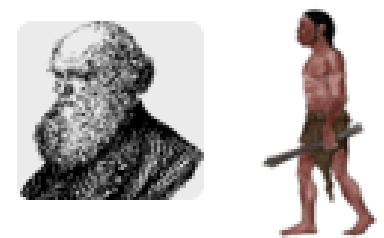
Adaptations

Plants and animals have numerous adaptations which help them to survive in their habitats.

- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants

Charles Darwin, the Galapagos Islands and human evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.



Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.



Rocket Words

variation	the differences in characteristics or traits between living things of the same species
inherited	when characteristics or traits are passed on from parents to offspring
adaptation	changes or special features of a living thing to help it live in a habitat
ancestor	someone or something a living thing is related to from a long time ago
natural selection	survival and reproduction of the fittest
evolved	how living things gradually changed over time
extinct	a species that is no longer living, having completely vanished from the Earth
Homo sapiens	the scientific name for the human species



Being a Muslim: UKS2 Knowledge Mat (u2.8 Y5)

Subject Specific Vocabulary	
Five Pillars	The five basic ritual or devotional duties of Sunni Muslims, namely: Shahada a declaration of faith in God; salat , five daily prayers; sawm fasting; zakat , almsgiving; and hajj , pilgrimage to Mecca.
Hajj	A Muslim pilgrimage to Mecca, which takes place in the last month of the year and which all Muslims are expected to make at least once during their lifetime if they can afford to do so. It is one of the Five Pillars of Islam.
Hadith	A statement, action or approval attributed to the Prophet of Islam, Muhammad (PBUH).
Eid-ul-Fitr	Is also known as the "Festival of Breaking the Fast", is a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan.
Tawhid	Arabic for "declaring one god". Muslims believe that there is only one God.
Qur'an (Koran)	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel in 610. It was written down in Arabic.
Sticky Knowledge – What does it mean to be a Muslim in Britain today? (Links to L1.6 and L2.9) <ul style="list-style-type: none"> The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. Shahada (belief in ONE God and his Prophet); salat (daily prayer); sawm (fasting); zakah (almsgiving); and hajj (pilgrimage). Eid-ul-Fitr - It is celebrated on the 1st day of the month of Shawwal. On this day, Muslims are encouraged to dress in their best clothes and attend a special Eid prayer at their mosque. Before the prayer begins, Muslims make an alms payment (the Zakat al Fitr) in the form of food or its cash equivalent. This food and/or money is then distributed to the poor. After the special religious service, the focus turns to gift-giving. Children are given many gifts. Women get gifts from their loved ones. There are different Muslim groups – Sunni, Shi'a and Sufi. The Sunni and Shi'a agree on the main principals of Islam but differ with other aspects such as historical experiences. Sufi Muslims are emphatic that Islamic knowledge should be learned from teachers and not exclusively from books. In the Qur'an there are many powerful stories such as the Prophet's Night Journey (Surah 17). Some stories in the Qur'an seem to be shared with other religions such as Christian and Jewish people. We find the story of God telling Abraham to sacrifice his son in both the Qur'an and the Bible. There are over 1,500 mosques in the UK. A typical mosque also includes a minaret, a dome and a place to wash before prayers. Each feature has its own significance. Architecture is one of the greatest Islamic art forms. Mosques are highly decorated and colour is a key feature. This level of decoration is reserved for the inside only. 	

History

History - What was life like in Tudor England?



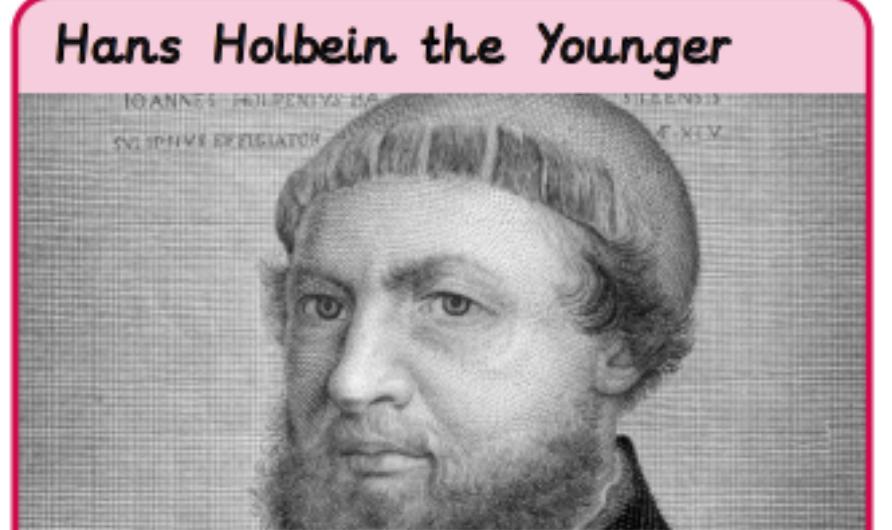
bias*	A preference for one thing, idea, or person over another in a way that is unfair or inaccurate.
democracy*	A system in which the government is elected by citizens.
heir*	A person who is due to inherit something after someone dies.
merchant*	A person who buys items to sell them and make money.
parliament*	An assembly of people who make laws and check the work of the government.
perspective*	How someone sees things based on what they know and how they feel.
propaganda*	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
state*	A country or its government.
tyrant*	Someone who uses their power over others cruelly and harshly.

*key word



Henry VIII

Henry VIII was the king of England from 1509 to 1547. He married six times to get a male heir. He used portraits of himself to portray himself as a powerful king.



Hans Holbein the Younger

JOANNES HOBENIUS BOHEMIUS STEENWIJKENS F. 1497. F. 1543. F. 1544.

SV. IOHANNES HOBENIUS BOHEMIUS STEENWIJKENS F. 1497. F. 1543. F. 1544.

SV. IOHANNES HOBENIUS BOHEMIUS STEENWIJKENS F. 1497. F. 1543. F. 1544.

A German painter and printmaker who lived at Henry VIII's court for periods of time. His portraits are some of the most famous of Henry VIII.



Anne Boleyn

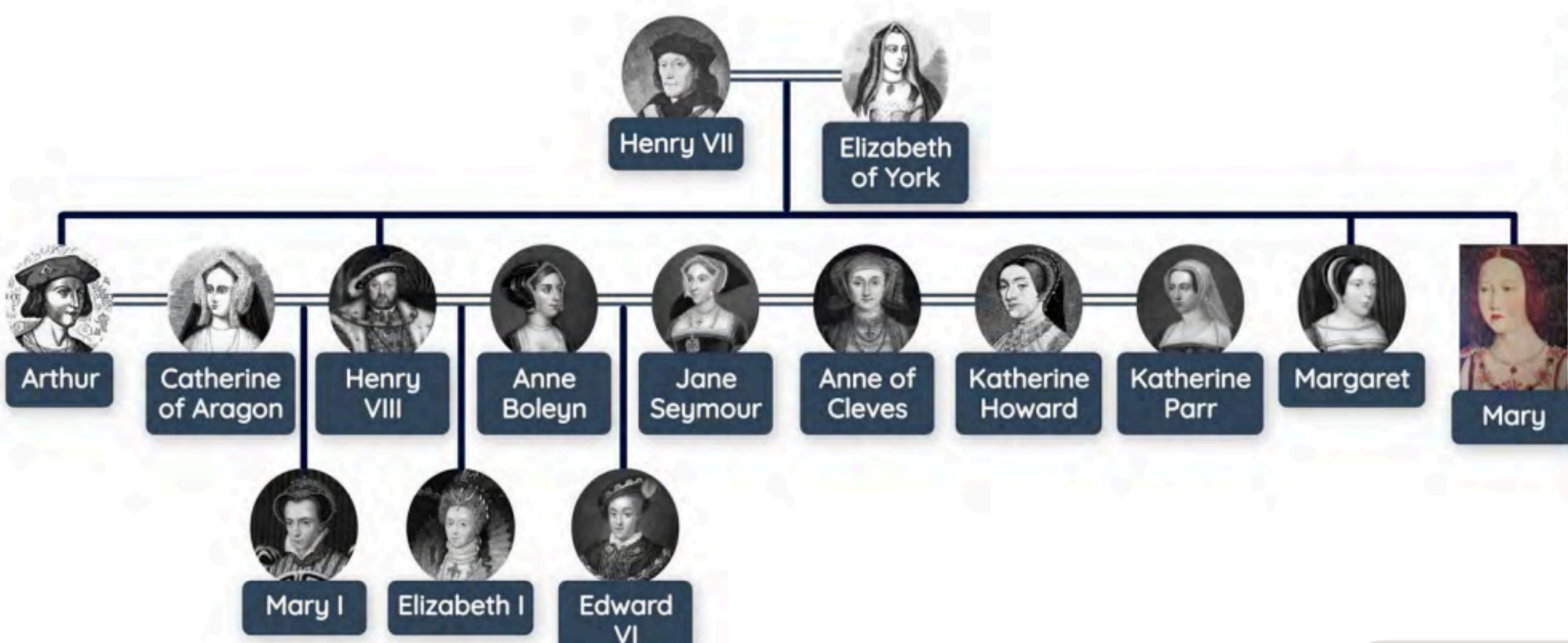
The second wife of Henry VIII and the mother of Elizabeth I. She was strongly Protestant and tried to influence Henry VIII to change his religious views.



Elizabeth I

The daughter of Henry VIII and Anne Boleyn who was queen of England from 1558 to 1603. She used portraits, royal progresses and coins as propaganda to show her power and authority as queen.

The Tudor family tree



Credit: The History Collection / Alamy Stock Photo

Key

- = married
- offspring

French

Les vêtements

phonics

- é sound in: • écharpe 
- e sound in: • chemise 
- eau sound in: • manteau 

&

silent letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'. 

vocabulary

15 items of clothing & their indefinite articles/determiners.



grammar

To understand better the role of gender in the choice of articles/determiners.

- un** Singular determiner 'a/an' for masculine nouns
- une** Singular determiner 'a/an' for feminine nouns
- des** Plural determiner 'some' for masculine and feminine nouns

Une jupe verte.

Spelling of the colour (adjective) changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

Je porte I wear

What I will learn:

- Objective 1: I will learn to recognise and recall 10 nouns for items of clothing in French with their articles/determiners.
- Objective 2: I will learn to recognise and recall 5 more nouns for items of clothing in French with their articles/determiners.
- Objective 3: I will learn to describe what I am wearing in French using 10 different colours and the verb '**je porte...**' (I wear) with the conjunction '**et**' (and).
- Objective 4: I will understand more about the changes involved in adjectival agreement in French when describing items of clothing by colour.
- Objective 5: I will use all my new knowledge to describe what I wear at school, at home, in summer and in winter in French.

Les vêtements



un T-shirt



un pull



un manteau



un pantalon



un short



une chemise



une robe



une jupe



une casquette



une écharpe



des gants



des chaussettes



des chaussures



des baskets



des lunettes de soleil



bleu



noir



vert



gris



violet



blanc



rouge



jaune



orange



marron

Art

Year 6 - Craft and design



Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed it looks like a photo
Prop	Objects that are in photographs to enhance a scene
Saturation	The intensity or strength of a colour

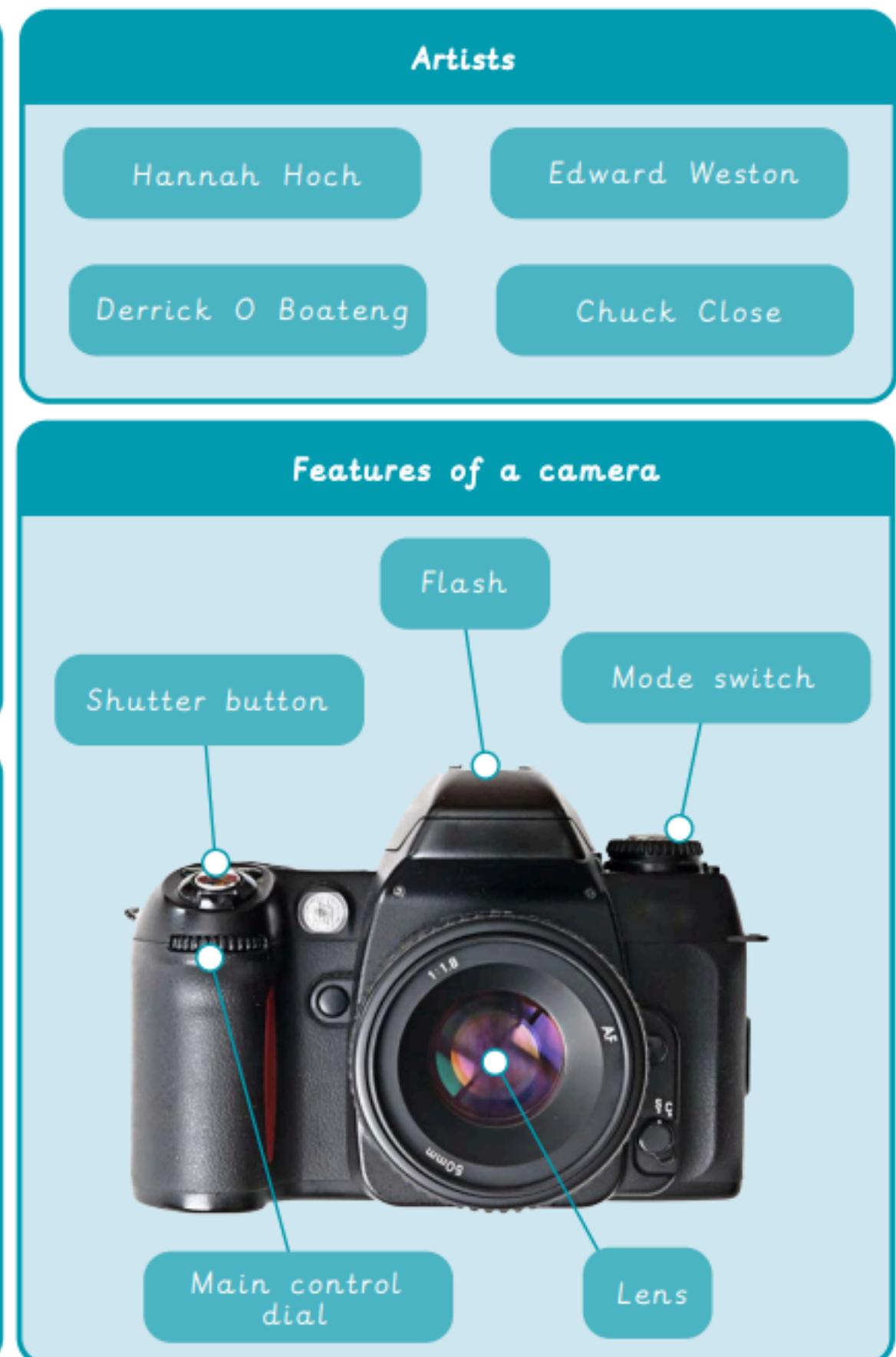
The difference between using a normal lens and a macro lens setting.



Normal lens



Macro lens



Editing

Colour saturation

Colour replacement

Special effects

Tops tips to take a great photo!

Hold the camera or device steady

Check your subject is in focus

Try moving closer or further away from your subject rather than zooming in

Try taking your picture from a different angle

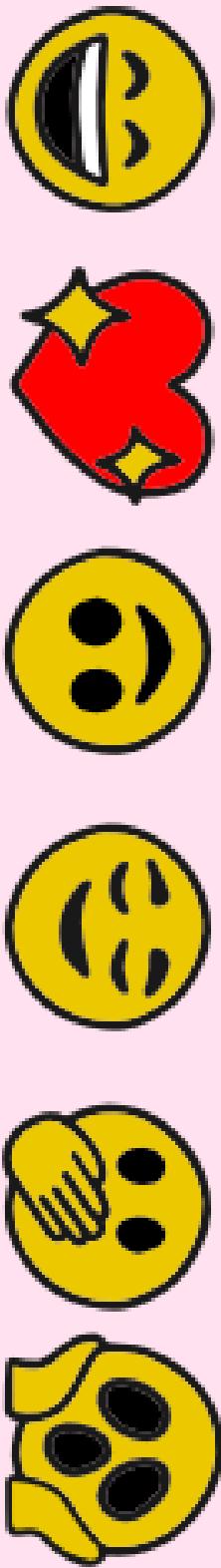
Check your background!

Don't always have your subject directly in the middle play with composition

Make sure your subject is in frame

Computing

app	The shortened word for application is a type of computer program typically found on smart phones and tablets.
bullying	The deliberate act of harming, intimidating or threatening someone else to cause them physical or emotional distress.
health	The mental and physical condition of a person or living thing.
judgement	To come to a sensible conclusion about a matter or a person.
memes	An image or video visual with some usually humorous writing added to it.
online communication	The way people communicate (share and receive information) with each other over a computer networks, such as the internet.
permission	The action of allowing something to happen.
well-being	The state of mind, health and happiness.

Childline https://www.childline.org.uk/	NSPCC https://www.nspcc.org.uk/	<p>Apps require our permission for things such as accessing location or photo library. It is important to know where these settings are.</p>  <p>Any form of online communication can be misinterpreted. Text may be misread and emojis or memes could be misunderstood.</p>  <p>Technology can have both positive and negative effects on our health and well-being.</p>  <p>Tell a trusted adult if you are getting bullied online. You can also get help from these places:</p>
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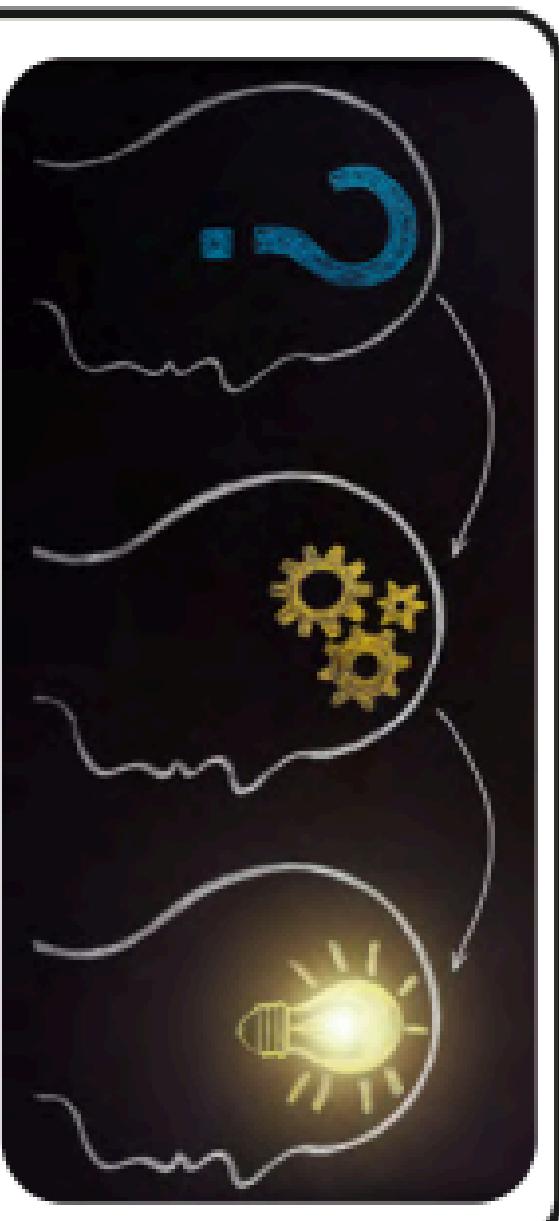
concern	Something that makes you feel worried or anxious.
discrimination	Treating someone differently because of certain factors.
environment	The local surroundings or place a person lives or works in.
government	The elected party who govern and make decisions for the country.
human rights	Specific rights that belong to every person.
Ministers	The Prime Minister chooses MPs to be Ministers, who are responsible for specific areas of government policy.
prejudice	Making assumptions about someone based on certain information.
Prime Minister	Leads the government.
protected characteristics	Specific groups identified in the Equality Act, who are protected from discrimination by the law.
UN/United Nations	An international organisation founded in 1945 after World War 2, which aims to maintain international peace and security, human rights and better standards of living.



Prejudice and discrimination can happen for a number of reasons, such as age, sex, race or religion.



The government has Ministers who are responsible for different things, such as health and education.



We can sometimes feel concerned about certain people or issues and we can take action to help.

We can challenge prejudice and discrimination but we must not put ourselves in danger to do so.

The Equality Act is the law which helps to stop discrimination.

Human rights are for everyone and they affect our everyday lives.

The right to an education is a human right. In some countries this right is not available for everyone and people are trying to change this.



The food we choose to eat has an impact on the environment. Individuals and governments can make changes around food to help the environment.



The food we choose to eat has an impact on the environment.